

GRADE 9 STANDARDS AND LEARNING ACTIVITIES

Strand: Language Development *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

DISCUSSION

9.LD-D.1. Implement techniques to improve productivity of group discussions, including setting clear goals, understanding the purpose of the team project and the ground rules for decisionmaking, and setting deadlines.

Example: A group plans and organizes an event from concept to completion, making good use of the resources of people, time, materials and facilities. Students use agreed-upon rules for eliciting and considering suggestions from each group member, for coming to consensus, and setting and meeting deadlines.

QUESTIONING, LISTENING, AND CONTRIBUTING

9.LD-Q.2. Summarize in a coherent and organized way the information and ideas learned from a focused discussion.

Example: Students discuss similarities and differences in the social and political contexts for the views of Thoreau, Gandhi, and Martin Luther King, Jr., on civil disobedience. Then they summarize what they learned from the discussion, noting those similarities and differences.

9.LD-Q.3. Identify the controlling idea or specific purpose of a speech and determine the essential elements that elaborate it.

Example: Students read Abraham Lincoln's Gettysburg Address and discover that the speech did far more than memorialize the dead; it transformed the meaning of the U.S. Constitution to include a promise of equality for all persons. While that had been a premise of the Declaration of Independence, everyone had understood that the drafters of that document had not intended to include slaves and others in their definition.

9.LD-Q.4. Assess how word choice and delivery establish the tone and emotion of the speech and affect the audience.

Example: Students view John F. Kennedy's inaugural speech and determine how word choices and delivery work together to create the power and emotion of the speech.

ORAL PRESENTATION

9.LD-O.5. Create a rubric (scoring guide) based on categories generated by the teacher and students (content, organization, presentation style, vocabulary) to prepare, improve, and assess the presentations listed in this section.

Example: Students generate criteria for effective political speeches, explain the importance of the criteria, and apply them to a mock debate on bills filed before the U.S. Congress.

9.LD-O.6. Deliver focused oral presentations that use details, examples, or anecdotes to explain or clarify information or a point of view, employing proper eye contact, speaking rate, volume, enunciation, inflection, and gestures to communicate ideas effectively.

Example: Students deliver extemporaneous speeches (three to five minutes each) on topics related to the books they are reading. They use these speeches as springboards for paper topics.

VOCABULARY AND CONCEPT DEVELOPMENT

9.LD-V.7. Use Greek, Latin, and Norse mythology; the Bible; and other works often alluded to in American and world literature to understand the meaning of words or phrases.

Example: Students use the story of Narcissus to explain the meaning of "narcissistic" but also the origin of the flower. Students use the story of Midas to understand the meaning of the phrase "the Midas touch." After they encounter words such as genetic or mercury in their reading, they read a portion of "Genesis" to understand genetic or the myth about the god Mercury to understand the meaning of mercury or mercurial.

9.LD-V.8. Determine the meanings of multiple-meaning words by using context.

9.LD-V.9. Determine meanings, pronunciations, contextually appropriate synonyms and antonyms, replacement words and phrases, etymologies, and correct spellings of words using dictionaries, thesauri, histories of language, and books of quotations.

Example: Students identify the origins and meanings of common words and foreign words or phrases used frequently in written English (e.g., glasnost, coup d'etat) and show their relationship to historical events or developments, using histories of language resources.

Strand: Informational Text *(Continue to address earlier standards as needed and as they apply to more difficult text.)***EXPOSITORY TEXT****9.IT-E.1.** Analyze the main or controlling idea in passages or paragraphs.

Example: Students evaluate the cause and effect reasoning in a selection of essays and other documents about the boxer Benny Paret, including "The Death of Benny Paret" by Norman Mailer and Ring of Fire, a documentary about Paret and his boxing opponent Emile Griffith.

9.IT-E.2. Compare (and contrast) original text to a summary for accuracy of the main ideas, inclusion of critical details, and the extent to which it conveys the underlying meaning of the original text.

Example: After writing summaries or creating graphic organizers on an informational text read for class, students exchange the summary or organizer with another student. They evaluate this classmate's summary, based on how well the student describes the most important elements of the text.

9.IT-E.3. Read a challenging passage and respond to clarifying questions concerning essential textual elements of expository text (e.g., why, who, what, where, when, how, what if).

Example: Students read a series written by reporters David Barstow and Lowell Bergman of The New York Times that examined death and injury among American workers and exposed employers who break basic safety rules. Students respond to questions about safety in the workplace.

9.IT-E.4. Explain how one excerpt relates and contributes to the reading selection.

Example: Students read a series of articles in The New York Times (2001) examining racial experiences and attitudes in America. Students explain how sentences relate to a paragraph and how paragraphs relate to a selection in these Pulitzer Prize-winning articles.

9.IT-E.5. Support conclusions drawn from ideas and concepts in informational and technical passages.

Example: Students read about some of the different cultures described in African Beginnings by James Haskins, Kathleen Benson, and Floyd Cooper. They generate researchable questions about how and why the cultures developed as differently as they did and support conclusions by citing evidence from the resources.

9.IT-E.6. Evaluate the appropriateness of an author's word choice for an intended audience.**DOCUMENT AND PROCEDURAL TEXT****9.IT-DP.7.** Describe the objective(s) of document and procedural text (e.g., warranties, product information, manuals, consumer publications) and analyze a document for its "user friendliness" and graphic design.

Example: Students critique a rules manual for a sport (game). They evaluate the word choice and appropriateness of the writing given the intended audience.

ARGUMENT AND PERSUASIVE TEXT**9.IT-A.8.** Describe the central argument and its elements (e.g., argument by cause and effect, analogy, authority, emotion, or logic) in a contemporary political speech.

Example: Students listen to President George W. Bush's 9/11 speech and determine his central arguments.

9.IT-A.9. Identify figurative language and rhetorical structures (parallel structure, quotations, examples, exaggeration, emotional appeal) used to engage the audience.

Example: Students study advertisements for food products targeted to teenagers and food products targeted to adults (or some other similar products). They compare and contrast two advertisements for each group.

Strand: Literary Text (Continue to address earlier standards as needed and as they apply to more difficult text.)

CONNECTIONS

9.LT-C.1. Relate a literary work to the artistic and musical masterpieces of the period in which it was written.

Example: Students read The Scarlet Letter by Nathaniel Hawthorne. In order to deepen their understanding of the early colonial period and of Puritan beliefs, they read poems by Anne Bradstreet, transcripts of witch trials in Salem, "Sinners in the Hands of an Angry God," by Jonathan Edwards, and excerpts from several colonial-era diaries (Judge Sewall, William Byrd, III, Mary Rowlandson). Students understand the relationship between Puritanism and art and music. They relate what they learned to events, characters, and themes in The Scarlet Letter.

GENRE

9.LT-G.2. Compare (and contrast) works with similar themes in two different literary genres, using their structural features as the basis for the comparison.

Example: Students compare and contrast three reactions to Lincoln's death: Walt Whitman's poem, "O Captain, My Captain," Frederick Douglass's eulogy, and the report in The New York Times on April 12, 1865. They make specific contrasts between the impersonal newspaper report and the personal poem and eulogy and between the two personal genres.

THEME

9.LT-T.3. Compare (and contrast) classic works of literature that deal with similar topics and problems (e.g., individual and society, freedom and responsibility).

Example: Students study the nature of family and female protagonists in Toni Morrison's The Bluest Eye and in Jacqueline Woodson's Hush. Another good pairing is Harper Lee's To Kill a Mockingbird and Woodson's Hush.

FICTION

9.LT-F.4. Determine a character's traits from what he/she says about himself/herself.

Example: Students analyze Lady Macbeth's "unsex me" speech. How does her desire to refuse her gender show her intentions? Do we achieve a greater understanding of her after she has spoken on her behalf?

9.LT-F.5. Contrast points of view (e.g., first vs. third, limited vs. omniscient, subjective vs. objective) in a story or poem.

Example: Students analyze perspective, tone and reliability of first-person narration in Catcher in the Rye, Huckleberry Finn, Rule of the Bone, and/or slave narratives. For example, students answer questions about Catcher in the Rye such as, "How does a character's anger (or any emotional outpouring) direct a reader's attention?"

LITERARY NONFICTION

9.LT-LNF.6. Identify the purpose of a historically important and well-written speech and determine the essential elements that elaborate it.

Example: Students read a speech by Franklin Delano Roosevelt or Winston Churchill during World War II and determine the elements that make it great.

POETRY

9.LT-P.7. Identify, respond to, and analyze the effects of sound (alliteration, onomatopoeia, rhyme scheme, consonance, assonance), figurative language (personification, metaphor, simile, hyperbole, symbolism), and dramatic structure.

Example: Students respond to and analyze a variety of poems that exemplify the range of the poet's dramatic power — such as Robert Browning's "My Last Duchess," Elizabeth Bishop's "Fish," Robert Frost's "Out, out . . ." (along with Macbeth's soliloquy in Act V), Amy Lowell's "Patterns," and Edwin Markham's "Man with the Hoe."

Strand: Literary Text (continued)**DRAMA**

9.LT-D.8. Identify and analyze types of dramatic literature (e.g., elements and techniques authors use to create a comedy or tragedy).

Example: Students examine the dialogue between characters in Eugene O'Neill's Long Day's Journey Into Night about the topics of fate and will. They discuss where O'Neill might place himself in this conversation.

9.LT-D.9. Describe the functions of playwright, director, technical designer, and actor.

STYLE AND LANGUAGE

9.LT-S.10. Identify and analyze patterns of imagery or symbolism in literary selections.

Example: Students study Richard Wright's Black Boy as a product of American history and culture. They read "Everybody's Protest Novel" by James Baldwin. Students explain the meaning of "as still as stone" as Richard describes himself. They identify instances of alliteration, metaphors, personification, consonance, and assonance.

9.LT-S.11. Describe the importance of sentence variety in the overall effectiveness of a literary work.

Example: Students read Red Azalea by Anchee Min and study accounts of the Cultural Revolution in China. They attend to the spare, elegant prose that Newsweek calls "as delicate and evocative as a traditional Chinese brush painting."

TRADITIONAL NARRATIVE AND CLASSICAL LITERATURE

9.LT-TN.12. Identify archetypes in classical literature.

Example: Students study the archetypes of the journey of a hero, the tragic flaw, and banishment from the Garden of Eden in literature such as Romeo and Juliet and discuss the hero's tragic flaws.

9.LT-TN.13. Analyze the characters, structure, and themes of classical Greek drama and epic poetry.

Example: Students study the conflict between Creon and Antigone in Sophocles' Antigone as a manifestation of the eternal struggle between human and divine law.

Strand: Research *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

9.R.1. Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, and presenting research.

- Gather relevant information from a variety of print and electronic sources (books, magazines, newspapers, the Internet), as well as from direct observation, interviews, and surveys.
- Locate specific facts by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indexes, key/guide words, topic sentences, concluding sentences, endnotes, footnotes, bibliographic references) in expository text.
- Organize information from both primary and secondary sources by taking notes, outlining ideas, and paraphrasing information and by creating charts, conceptual maps, and/or timelines.
- Make distinctions about the strengths, limitations, and overall quality of resources, including information gathered from Web sites.
- Present research using the standards in the Writing strand, and select a design layout and format for the document (e.g., font, page setup, line spacing, indents).
- Document information and quotations, and use a consistent format for footnotes or endnotes.
- Use standard bibliographic format to document sources (e.g., MLA, APA, CMS).

Example: Students read Reservations Blues by Sherman Alexie, then study and research the following topics: Spokane Indians, contemporary reservation life, Robert Johnson, the blues. Students write a research-based paper afterward.

Strand: Writing (Continue to address earlier standards as needed and as they apply to more difficult text.)

IMAGINATIVE WRITING

9.W-I.1. Write well-organized stories that include

- an explicit theme and
- sensory details and concrete language to develop plot and character.

Example: Students write about a class or family trip. They compare their account of a trip to a published account of the place. For example, students could write about a trip they took to Baltimore with family members and compare that to other types of writing about the city (travel/tourist guides, creative work).

EXPOSITORY WRITING

9.W-E.2. Produce functional texts (e.g., memos, e-mails, correspondence, project plans, proposals, bios) that:

- address audience needs;
- state purpose and context; and
- adopt a customary format, including proper salutation, closing, and signature when appropriate.

Example: Students develop a resumé and cover letter for a prospective employer or introduction to their next year's teacher. They discuss possible variations in topics, formality of language, and presentation that might be dictated by the different audiences.

9.W-E.3. Write interpretations of literary or expository reading that

- exhibit careful reading, understanding, and insight;
- organize the interpretation around several clear ideas, premises, or images; and
- justify the interpretation through sustained use of examples and textual evidence.

Example: Students write a description of the characters of Jem and Scout Finch in Harper Lee's To Kill a Mockingbird from the viewpoint of another character, Boo Radley or Atticus Finch. They write a comparison of different characters in a book, such as Great Expectations by Charles Dickens, explaining how they are alike and different and how each serves to move the plot of the novel forward.

9.W-E.4. Write content-based research papers that

- prove a thesis statement using logical organization;
- include well-constructed paragraphs that build an effective argument with well-articulated supporting evidence; and
- use quotations, footnotes or endnotes, and a standard bibliographic format.

Example: Students write a research report about inventions that were first mentioned in science fiction novels or movies and later became realities.

Strand: Writing *(continued)***EXPOSITORY WRITING (CONTINUED)****9.W-E.5.** Write persuasive (problem/solution) essays that

- include a thesis or purpose of the paper;
- use a logical organizational pattern;
- include persuasive evidence or explanation for the validity of the assertions;
- use different levels of formality, style, and tone when composing for different audiences; and
- contain effective introductory and concluding paragraphs that guide and inform the reader's understanding of key ideas and evidence.

REVISION**9.W-R.6.** Revise writing to improve the topic/idea development, organization, language/style, word choice, and tone in light of the audience, purpose, and formality of the context.

Example: Students "speak" a summary/synopsis of their essays into a microphone for playback before they begin writing. They listen to the ideas and work from there to gain clarity and greater precision in argumentative vision.

Strand: Media *(Continue to address earlier standards as needed and as they apply to more difficult text.)***9.M.1.** Compare and contrast how media genres (nightly news, newsmagazines, documentaries, Internet) cover the same event.

Example: Students compare and contrast how nightly news, newsmagazines, documentaries, and the Internet cover the war against terror. They review articles on the same current topic in magazines, such as Time and Newsweek, and editorials in national or local newspapers. They compare and contrast the differences in the various media.

9.M.2. Analyze visual or aural techniques used in a media message for a particular audience and evaluate their effectiveness.

Example: While viewing a historical documentary, students analyze how the scripted voice-over narration complements the spoken excerpts from period diaries, letters, and newspaper reports.

9.M.3. Analyze the use of rhetorical devices for their intent and effects (cadence, repetitive patterns, use of onomatopoeia).**9.M.4.** Apply and adapt the principles of written composition in the creation of media presentations that effectively use graphics, images, and/or sound.

Strand: English Language Conventions *(Continue to address earlier standards as needed and as they apply to more difficult text.)***9.EL.1.** Identify nominalized, adjectival, and adverbial clauses.

Example: Identify the nominalized, adverbial, or adjectival clause in each of the following sentences:

I watch the bear eating the fish. (nominalized)

He kept quiet in order to avoid trouble. (adverbial)

Imagine you are a customer in a bookstore who doesn't know which book you should buy. (adjectival)

9.EL.2. Recognize and use verbals: participles, gerunds, and infinitives.**9.EL.3.** Know the difference between active and passive voice and when to choose between the two in writing.

Example: Students choose a paragraph from an essay to revise. Rewrite it once using only active verbs and once using only passive verb constructions. Discuss how successful writing merges the two with an emphasis on active construction. This technique may be used with most mechanical issues and works well because students can understand the lesson being taught in an isolated paragraph.

9.EL.4. Identify and use hyphens, dashes, brackets, or semicolons between two clauses of a compound sentence not joined by a conjunction.

Example: Students study the way in which Emily Dickinson uses dashes in her poetry and discuss her usage and common, expository usage. For example, not the use of dashes in Dickinson's poem "I'm nobody! Who are you?"

*I'm nobody! Who are you?
Are you nobody, too?
Then there's a pair of us —don't tell!
They'd banish us, you know.*

*How dreary to be somebody!
How public, like a frog
To tell your name the livelong day
To an admiring bog!*

9.EL.5. Identify and use

- correct and consistent verb tense (present, past, and future perfect and perfect progressive; regular and irregular verbs; transitive and intransitive verbs) and subject-verb agreement, and
- appropriate noun-pronoun agreement (nominative, objective, possessive, reflexive, and relative pronouns; pronoun/antecedent agreement; and clear pronoun reference).

9.EL.6. Identify and use functional sentence structure.

- Make effective use of parallel structure.
- Place modifiers properly.
- Avoid run-on sentences, comma splices, and sentence fragments.
- Use different types of clauses and phrases, including adverb and adjective clauses.
- Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.